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ABSTRACT

The paper presents a list of definitions of dependent measures from published and unpublished reports on employment training for disabled persons. Explanations are offered for 38 terms such as "accepts criticism," "arrival behaviors," "bus riding," "complaining," "disagreements," "drooling," "following a a schedule," "meal preparation," "sweeping responses," "verbal abuse," and "work behavior, compliant." Each of the definitions cites a relevant reference. (CL)

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Glossary Of Dependent Measures From The Employment Training Project

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The following dependent measures were obtained from published and unpublished reports from the Employment Training Project. In many instances the exact wording that appears in those reports is represented. However, wherever possible, terms such as, "subject", "experimenter", etc. have been changed to "employee", "co-worker, etc. The primary purpose of the Glossary is to provide those persons working in non-sheltered settings with a list of definitions that have been utilized by myself and my colleagues at the University of Washington (1975-1977) and the University of Illinois (1978-present). I apologize, in advance, to those of you who are offended by our preciseness which is oftentimes awkward and our impreciseness which is oftentimes confusing.

FRR

3-20-81

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Accepts Criticism

Criticism refers to any comment from the production manager, supervisor, trainer, co-worker, or student, which suggests that the employee needs to improve or change some aspect of his/her behavior. Accepts refers to a neutral or positive response (verbal or nonverbal) by the employer to criticism.

Examples (acceptable). (a) The supervisor says to the employee, "You need to clean this again. It is still dirty." The employee nods his/her head and begins to re-clean the soup kettle. (b) The production manager says to the employee, "You need to work faster". The employee replies, "I will try."

Example (unaccepted). (a) A co-worker says to the employee, "You are not helping enough". The employee says, "You can't tell me what to do. You are not the boss."

Acknowledgement

Achnowledgement is defined as emitting an appropriate verbal response within 3 sec following a command or any clarification requested by either subject. An appropriate verbal response is further defined as one which indicates understanding and presumes willingness to comply with the command as given by a vocational trainer or professional food service staff person. Examples include: "Okay", "Uh huh", "Yes", etc.

Karlan, G. R., & Rusch, F. R. Analyzing the relationship between acknowledgement and compliance in a non-sheltered work setting. Education and Training of the Mentally Retarded, in press.

Arrival Behaviors

Table 1
Subtasks in Each Behavior Cluster

Entering the Building (Building)
1. looks at door
2a. walks to dumpster
b. walks to door
3. pounds on door window
4. steps away from door
5. enter door
6. looks at hallway
7. walks through breakroom
8. steps into hallway
9. looks toward bedroom
10. walks directly to bedroom
11. opens door of bedroom
12. looks toward nightstand
13. walks to nightstand
14. sets bag on floor by nightstand
15. takes hands off bag
16. removes outerwear
17. looks at nightstand
18. lays coat on nightstand
19. look toward door
20. walks out bedroom door
Going to the Playroom (Playroom)
21. looks to intersection
22. walks directly to intersection
23. looks toward playroom
24. turns toward playroom
25. walks directly to playroom
26. opens door
27. enters room
28. closes door

Spears, D. L., Rusch, F. R., York, R., & Lilly, M. S. Training independent arrival behaviors to a severely mentally retarded child. Journal for the Association of the Severely Handicapped, in press.

Asks For Assistance When Necessary

The employee asks for help from the production manager, supervisor, or co-worker when it is too difficult for him/her to complete the task alone because of:

1) Weight of the task - (e.g., the employee asks for assistance because the boxes he/she needs to move to the storeroom are too heavy to lift alone),
2) Bulk of the task - (e.g., the employee asks for assistance because the cart he/she is asked to remove is too large and bulky for one person to move,
3) Complexity of problem solving involved in a given task (e.g., the employee asks a co-worker to help him/her with a time concept or a mathematic problem that he/she does not at the present time have the skills to solve).

Attending

Any observable physical activity which is job related during an entire 30 sec interval. Time spent not attending is defined as the absence of any job related activity, for instance, standing skill, sitting, staring out the window, moving hands in pockets, or any behavior without an apparent association with completing any aspect of the job, during any one sec period. If there is a hesitation or a moment without task-related activity, the entire interval is coded as time spent not attending.

Rusch, F. R. A functional analysis of the relationship between attending and producing in a vocational training program. The Journal of Special Education, 1979, 13, 399-441.

Not Attending

Not attending is defined as the absence of any job-related activity, such as standing still, sitting, staring out the window, moving hands in pockets, or any behavior that had no apparent association with completing any aspect of the job during any one sec period. If there was a hesitation of a moment without task-related activity, the entire one min interval is coded as not attending.

Rusch, F. R., Connis, R. T., & Sowers, J. The modification and maintenance of time spent attending using social reinforcement, token reinforcement, and response cost in an applied restaurant setting. Journal of Special Education Technology, 1978, 2, 18-26.

Attending To Task Behavior

Work related behavior (physical or verbal) that is compatible with work job/task description completed via a verbal or scheduled request of supervisors or trainers. Example: behaviors related to task of sweeping floors: employee locates broom and dust pan, employee pushes broom along floor area in forward motion, etc.

Criterion for attending behavior. 1) Being physically involved in assigned job related activities within the task environment (could include asking for assistance when necessary, answering questions, or giving directions to subordinates), 2) directing one's visual attention to the immediate vicinity of the task environment, i.e., paying attention to tasks through constant visual contact.

Behaviors not compatible with attending to tasks - being out of motion for more than 5 sec when performing tasks that require constant physical activity like sweeping and mopping, or performing tasks that are not in the job description of the employee unless requested by supervisor.

Bus Riding From Home To Work

(1) Crossing controlled intersections on foot, (2) crossing unmarked intersections on foot, (3) using bus tickets and proper identification, (4) walking to the bus from home, (5) identifing the correct bus, (6) boarding, (7) riding, (8) departing, (9) transferring, and (10) walking from the bus to work.

Sowers, J. Rusch, F. R., & Hudson, C. Training a severely retarded young adult to ride the city bus to and from work. AAESPH, 1979, 4, 15-23.

Complaining

Complaining is defined as statements by employee to staff members, co-members, customers, and, if no one is nearby, aloud to himself about pain and the inability to make himself or his body perform to requests, e.g., "My feet hurt", "My legs hurt", "I can't move any faster"; task oriented negative statements about the job or (verbal) refusal to do a task, e.g., "I don't like this job", "No two hands", "Only one dish at a time"; or abusive comments regarding other staff members, e.g., "She gets me into trouble", "My father said you be nice".

Connis, R. T., & Rusch, F. R. Programming maintenance of treatment programs in a vocational training program. Behavior Reaearch of Severe Development Disabilities, in press.

Completes All Assigned Tasks

Completes all assigned tasks is defined as the successful daily completion of all individual component work assignments before clocking out from work shift. Daily work assignments involve two components; 1) those regularly

scheduled tasks that are ongoing and assigned on a set interval (specific day of week daily, weekly, etc.), 2) unusual tasks assigned to individual by appropriate supervisory personnel which are in addition to regular schedule.

Examples: The above definition stresses the daily schedule, but assessment can be made for far shorter intervals, i.e. completes all assigned tasks between 9:00 am and 10:00 am or completes all assigned tasks before break. This area of concern is not focused with the quality of the product; it is focused on the completion of given interval work assignments. In viewing the components of the individual's daily work schedule, appropriate sequencing of the tasks need not be assessed. Each task is viewed as a separate component; it is either completed or not completed. The amount of time required to complete a task (or all assigned tasks) is inconsequential. Compliance to the definition of this area may mean working beyond regular shift.

Completes Job On Time

Completes all tasks and assignments by designated clock out time and completes each assigned task by specified time or as schedule states.

Compliance

Compliance is defined as the initiation of actions in response to a request/command of a vocational trainer or professional food service staff person. Two types of commands are possible. Immediate response commands include those by which the employee is instructed to do something either associated with his/her current task, as when a subject missed a task-related cue to

perform some action/step or demanding an immediate response when a subject is idle. Delayed-response commands are those in which an employee is asked to do something upon completion of a current task and include the phrases "When you are done..." or "After you finish..."

Karlan, G. E., & Rusch, F. R. Analyzing the relationship between acknowledgement and compliance in a non-sheltered work setting. Education and Training of the Mentally Retarded, in press.

Cooperates With Employees and Employers

Cooperation refers to the employee helping other persons in the job site when they ask him/her for assistance or it is evident to the employee that their help is needed. The help is given in a positive, friendly manner. Examples (appropriate): 1) A supervisor is trying to move several large boxes to the storeroom. The employee sees that there is a cart in her way. He/ she removes the cart from the supervisor's path. 2) A co-worker needs help cleaning up the dishroom. He/she asks the employee for assistance. The employee responds, "I'll be there in just a minute." After the employee finishes the task that he/she was assigned to do by the supervisor, he/she goes into the dishroom and begins helping his/her co-worker. Example (inappropriate): 1) A supervisor asks an employee to help a co-worker clean out garbage cans. The employee responds, "I don't have time, and besides he never helps me".

Comparison Of Outcomes Of Disagreements and Signed Differences

Comparison of the experimenter's rate and duration data versus the standard data and signed differences resulted from subtraction of experimenter data from the standard data. A disagreement measure is calculated

for positive initiations and positive answers to positive initiations for Experimenter A and mean duration for Experimenter B. One disagreement is defined as a difference of at least one initiation, one answer, or one sec. between experimenter data values and standard data values.

Rusch, F. R., Walker, H. M., & Greenwood, C. P. Experimenter calculation errors: A potential factor affecting interpretation of results. Journal of Applied Behavior Analysis, 1976, 8, 460.

Disagreements

Between the standard data values and the data values originally reported by Experimenters A and B, expressed as a percent score. Three disagreement values are possible: (a) positive initiations, (b) positive answers to positive initiations for Experimenter A, and (c) mean duration for Experimenter B. A disagreement is defined as a difference of at least one initiation, one answer, or one sec. between experimenter data values and standard data values.

Rusch, F. R., Greenwood, C. R., & Walker, H. M. The effects of complexity, time, and feedback upon experimenter calculation errors. AAESPH Review, 1978, 3, 185-195.

Drooling

Drooling is defined as observable saliva present on or below the chin line. A drool is recorded when enough saliva accumulates on the lip to fall beneath the lower lip line. The opportunity for each new drool is available following each successive episode of face washing. Accumulated saliva on the lip is not considered a drool.

Connis, R. T., & Rusch, F. R. Programming maintenance of treatment programs in a vocational training program. Behavior Research of Severe Developmental Disabilities, in press.

Following A Schedule

a) Given a verbal, written, or picture coded description of a sequence of tasks, employee approaches assignments in the correct order, b) employee completes assigned tasks in sequence, c) employee moves in sequential order from task to task. A schedule may include a verbal description of a sequence of tasks i.e., "do all floor tasks today," and/or a time limit, "have the dish room cleaned by 7:30."

In Motion

Any observable physical activity which is job related. For example, moving within the dining hall areas scanning for, or moving towards, surfaces and/or place settings to be wiped or bussed; moving towards the conveyor belt to unload full or load empty bus tubs; moving hand(s) on surfaces (e.g., dishes, cups, napkin containers, trays) during an entire 60 sec period.

Rusch, F. R. Trainee in motion evaluation (TIME). Unpublished manuscript.

Not In Motion

Absence of any job-related activity, such as standing still, moving hands in pockets, flipping rags, moving head from side to side, or other behaviors that have no apparent association with completing any aspect of a task. Also, if employee continues to repeat the same task many times, failing to go on to another task, the entire interval is coded not in motion.

Rusch, F. R. Trainee in motion evaluation (TIME). Unpublished manuscript.

Level Of Instructional Assistance

During each meal, nine separate items are pulled from the dishmachine sorted and stacked. These items include: (a) silverware racks, (b) plates, (c) bowls, and (d) miscellaneous items consisting of coffee cups, coffee cup racks, glassracks, serving trays, and goblets. Each of these items require similar responses; however, there are some distinct differences. The plate pulling subtask, for instance, is composed of three steps: (1) grasp plate with one hand, (2) stack six to ten plates (multiple steps), and (3) hand the stack of plates to co-worker. By contrast, the coffee cup racks subtask consists of four steps: (1) grasp rack with both hands, (2) lift rack, then back rack off prongs, (3) place rack on pallet, and (4) adjust rack so that it is even with those racks already on the pallet. Items pulled, sorted and stacked are placed into the dishmachine by a co-worker as they are returned for washing by students.

The nine items are grouped into three tasks. These include: (1) silverware racks, (2) plates and bowls, and (3) miscellaneous items. Miscellaneous items include coffee cups, coffee cup racks, glassracks, goblets, trays. It was determined that this division of items results in approximately an equal number of actual items being pulled, sorted, and stacked within each tasks.

The level of instructional assistance required to pull, sort or stack items is the dependent measure. Assistance is broken into six levels. These levels include: (1) physical guidance, (2) physical prompts, (3) models, (4) gestures, (5) verbal cues, and (6) independence (no assistance). A task is considered learned when an average score of six is obtained in two consecutive sessions.

Rusch, F. R., Karlan, G. R. & Martin, J. E. The effects of degree of acquisition, trainer cues, and trainer presence upon the maintenance and generalization of competitive employment skills. Unpublished manuscript.

Levels Of Instructional Assistance

Table 1. Levels of instructional feedback (begin at #5, wait 5 sec, and go to the next level of feedback if the responses are incorrect).

Record	Level of feedback	Trainer Performance	Amount of physical contact	Verbal cue
5	No assistance	None. Student completes the task independently in response to the natural environment.	None	None
4	Verbal instruction	Trainer stands next to the student and gives verbal instruction.	None	"Listen"
3	Verbal instruction and modeling	Trainer models behavior while repeating verbal instruction with a point prompt.	None	"Watch me"
2	Verbal instruction and partial physical assistance	Trainer repeats verbal instruction while directing the student with small physical prompts.	2 seconds	"You do it"
1	Verbal instruction and total physical assistance	Trainer repeats verbal instruction and physically guides the student through the entire behavior.	Total	"Do it with me"

Vogelsberg, R. T. & Rusch, F. R. Training severely handicapped students to cross a partially controlled intersections. AAESPH Review, 1979, 4, 264-273.

Maintains A Positive Attitude About Work

Accepts assignments without negative comments, expressions or gestures, offers greetings and friendly comments to co-workers occassionally, and does not make negative comments (e.g., "I do not want to be here," "I don't like that supervisor") repeatedly (i.e., more than 2 times a shift).

Percent Of Steps Completed In Meal Preparation

Two measures serve as the dependent variables in this investigation. The primary dependent measure is the percent of steps completed independent of assistance. The secondary measure consists of the percent of picture recipe pages turned independent of assistance. Five nutritionally balanced meals were selected by the apartment training staff. These meals are then presented to 3 persons to allow them to make changes in any of the basic foods selected. For example, one trainee requested that hamburgers be supplanted by spaghetti with meat sauce--a change agreed upon by the other two. Ultimately, the five meals included may be a) chuck roast, carrots, potatoes, and jello with fruit cocktail; b) baked chicken, corn, and apple pie; c) broiled fish fillets, green beans, and pudding; d) spaghetti with meat sauce, tossed salad, and broiled garlic bread; and e) fried eggs, bacon, orange juice, and coffee.

Each meal is then task analyzed, resulting in a range of 48-76 steps or sub-tasks. Table 1 depicts the task analysis for broiled fish fillets, green beans, and pudding. Each meal relies upon the participant's ability to perform basic cooking skills such as frying, baking, broiling, boiling, defrosting, peeling, measuring, and slicing.

Martin, J. E. The use of picture cues in the preparation of complex meals. Unpublished manuscript.

Table 1
TASK ANALYSIS FOR MEAL 3
BROILED FISH FILLETS, GREEN BEANS AND PUDDING

1. Remove fish fillets from freezer
2. Place package of fillets on plate
3. Place fillets on plate and place into refrigerator to thaw
4-12. LOCATE: milk, small pan, bowl, spatula, pot holder, measuring cup, spoon, box of pudding, plate
13. Set pan on small burner
14. Pour 1 cup of milk
15. Pour milk into the pan
16. Pour 1 cup of milk
17. Pour milk into pan
18. Open box of pudding
19. Pour pudding into milk
20. Stir until pudding is mixed with milk
21. Turn burner to medium (medium high)
22. Stir until large bubbles appear (boil)
23. Turn burner off
24. By using spatula, pour pudding into bowl
25. Put pudding into refrigerator
26-32 LOCATE: broiler pan, fish fillets, small pan, large spoon, margarine, salt and pepper, brush
33. Turn over control to broil
34. Rub broiler pan with light coating of butter
35. Open package of fish fillets
36. Rinse fillets with running water
37. Throw package away
38. Season fillets with salt and pepper
39. Place large spoon full of butter into sauce pan
40. Turn burner to medium
41. Place pan or burner and stir butter until melted
42. Turn burner off
43. Place brush into melted butter
44. Brush butter onto both sides of the fish fillets
45. Place fillets into oven, near the broiler unit
46. Set timer for 5 minutes
47-49 LOCATE: frozen green beans, pan, measuring cup
50. Hold measuring cup under running water
51. Measure ½ cup of water
52. Place pan on burner
53. Pour ½ cup of water into pan
54. Season with salt
55. Pour beans from bag into measuring cup
56. Measure 1 cup of beans
57. Put bag of beans back into the freeezer
58. Pour beans into pan
59. When timer rings
60. Remove fillets from oven
61. Turn fillets over by using turner
62. Place fillets back into oven
63. Set timer for five minutes
64. Turn burner to high for the green beans
65. When timer rings
66. Remove fillets from oven
67. Turn broiler off
68. Place fillets onto serving platter
69. Turn burner off for the green beans.
70. Put green beans into serving bowl
71. Take pudding from refrigerator
72. Pour pudding into serving bowls
73. Set food on table and then enjoy the meal

Mopping Responses

Mopping sub-tasks include: (1) locating the mop, bucket, wringer, detergent, and ammonia and filling the bucket with the appropriate amount of water, detergent, and ammonia, (2) holding the mop appropriately, (3) maneuvering the mop correctly, (4) mopping all open floor space, (5) mopping under carts and other objects, (6) rinsing and wringing the mop, and (7) returning equipment to the appropriate storage area.

Schutz, R. P., Jostes, K. F., Rusch, F. R., & Lamson, D. S. The use of contingent pre-instruction and social validation in the acquisition, generalization, and maintenance of sweeping and mopping responses. Education and Training of the Mentally Retarded, 1881, 15, 306-311.

Non-Compliance

One trainee refuses to complete certain tasks or ignored instructions and prompts given by a trainer and/or other restaurant personnel. He particularly resists directives to sort or load silverware into the dishwasher. Non-compliance is defined as beginning a task other than that prompted, continuing to engage in a task after being directed to stop or to begin another task, standing motionless for more than 90 sec following a prompt, engaging in self-stimulating behavior following a prompt (e.g., waving hands), or moving in a direction other than the one prompted.

Connis, R. T., & Rusch, F. R. Programming maintainance of treatment programs in a vocational training program. Behavior Research of Severe Developmental Disabilities, in press.

Percent Of Picture Recipe Pages Turned Independently

see:
Martin, J. E. The use of picture cues in the preparation of complex meals. Unpublished manuscript.

Prompts and Praises

Prompts is defined as any directive to begin work, to discontinue an inappropriate activity, or to continue an appropriate one. Praises include positive verbal and nonverbal behaviors, such as statements of approval; smiles and nods are also included.

Rusch, F. R. A functional analysis of the relationship between attending and producing in a vocational training program. The Journal of Special Education, 1979, 13, 399-411.

Producing - Speed Of Task Completion

The average number of sec it takes to clean and wipe 15 tables. Average sec are determined by dividing the total time it takes each person to clean and wipe 15 tables - i.e., from the moment the employee first touchs the table, napkin container, salt or pepper shaker, or mustard or ketchup container (starts) to the moment that the employee last touchs the table, napkin container, etc. (finishes) - divided by the number of tables (15).

Rusch, F. R. A functional analysis of the relationship between attending and producing in a vocational training program. The Journal of Special Education, 1979, 13, 399-411.

Rusch, F. R. Evaluating the degree of concordance between observers' versus employers' evaluations of work behavior. Unpublished manuscript.

Searching Behavior

Carefully and thoroughly touching floors, sofas, cabinets, etc.

Searching is not looking through a magazine or book or moving hands in one's pockets.

Rusch, F. R., Close, D. Hops, H., & Agosta, J. Overcorrection: Generalization and Maintenance. Journal of Applied Behavior Analysis, 1976, 9, 498.

Staff Feedback

The number of times that an experimenter/observer or nonhandicapped co-worker says something to an employee regarding his topic repetitions is recorded. For example, if someone said, "Hey, I've already heard that," a staff feedback notation is made.

Rusch, F. R., Weithers, J. A., Menchetti, B. M., & Schultz, R. P. Social validation of a program to reduce topic repetition in a non-sheltered setting. Education and Training of the Mentally Retarded, 1980, 15, 208-215.

Stereotypic Behavior

Stereotypic behaviors are self-stimulatory and other inappropriate hand movements which a student displays while sitting at a table. These behaviors include drumming furniture, waving hands in the air, pulling earlobe, rubbing temples, picking nose, mouthing fingers or other objects, masturbating, putting hands inside clothes, playing with shoes or feet, pulling pant legs up, rubbing pants, touching other students or staff, and touching lesson materials out of turn.

Nonstereotypic behavior is identified as having "quiet hands." Quiet hands include student sitting with hands folded, sitting on hands, having arms folded in front of himself, resting head on hands or arms, and appropriate use of toys and lesson materials.

Kramer, C. M., Rusch, F. R., York, R., Lilly, M. S. Reducing stereotypic behavior during group academic instruction in a severely handicapped student. Unpublished manuscript.

Sweeping Responses

Sweeping and mopping is divided into seven sub-tasks. Sweeping sub-tasks include (1) locating a broom, dust pan, and handbroom, (2) holding equipment appropriately, (3) maneuvering broom correctly, (4) sweeping all open floor areas, (5) sweeping under carts, (6) sweeping dirt into one pile, picking up the pile, and dumping it into a trash container, and (7) returning equipment to the appropriate storage area.

Schutz, R. P., Jostes K. F., Rusch, F. R., & Lamson, D. S. The use of contigent pre-instruction and social validation in the acquisition, generalization, and maintenance of sweeping and mopping responses. Education and Training of the Mentally Retarded, 1981, 15, 306-311.

Time-Management

Differences between the time assigned for each behavior and the time at which the employee actually first attempts to perform the behavior (e.g., going to lunch). When going to lunch or to break, an attempt is defined as the employee stopping work and going to his/her locker or to the break area, or stating, "Is it all right if I go to lunch now?" or "I'm going to break now." When returning from lunch or break, an attempt is defined as the actual act of returning to the work area, or stating, "I'm going back to work now," or "Is it okay if I go back to work now?"

Sowers, J., Rusch, F. R., Connis, R. T., & Cummings, L. E. Teaching mentally retarded adults to time-manage in a vocational setting. Journal of Applied Behavior Analysis, 1980, 13, 119-128.

Topic Repetition

During each lunch and dinner period topic repetitions are monitored for an employee by one of the three nonhandicapped co-workers, and the experimenter/ observer. Topic repetitions include both initiations and answers to initiations. Initiations are defined as verbally starting a conversation while answers are noted when the person addressed verbally acknowledges the initiation with a return answer. Repetitions are defined as conversational initiations or answers in the form of a complete sentence, a phrase, or a fragmented sentence which carries the same topic which has already been addressed by either the employee any one of the nonhandicapped co-workers, or the experimenter/observer. A topic repetition is not noted if additional information is added. For example, if the employee says, "It's really cold out," and a few minutes later states again, "It's really cold out, " a repeat is noted. However, if the employee says, "It's really cold out," and follows this statement with, "I wonder if it will snow some more," a topic repetition is not recorded. The experimenter/observer is instructed to limit his/her initiations to five topics or less during each of the lunch and dinner periods.

In order to determine the effects of various treatments on the conversational behavior of all individuals in the social environment, the total number of topics discussed during the lunch and dinner periods are recorded. Again, the experimenter/observer is instructed to attempt to limit his/her answers to initiations in the form of a sentence, a phrase or a fragment

that adds new subject material to the lunch or dinner conversation; one that has not previously been discussed. To illustrate, if a nonhandicapped co-worker mentions that, "This food is terrible," and exclaims, "I've had better," a new topic is noted. If, however, the employee says, "This food is terrible," a topical repeat would be recorded.

Rusch, F. R., Weithers, J. A., Menchetti, B. M., & Schutz, R. P. Social validation of a program to reduct topic repetition in a nonsheltered setting. Education and Training of the Mentally Retarded, 1980, 15 208-215.

Verbal Abuse

Any aggressive physical gesture (e.g., fist-shaking) or verbal behavior characterized as talking back, complaining or retorting when given a directive, at any time, by a trainer, co-worker or supervisor.

Schutz, R. P., Rusch, F. R., & Lamson, D. S. Eliminating unacceptable behavior: Evaluation of an employer's procedure to eliminate unacceptable behavior on the job. Community Services Forum, 1979, 1, 4-5.

Compliant Work Behavior

Based upon observations and discussions the following five areas/questions were included: (1) does the employee help, (2) does the employee sigh, complain, or grimace, (3) does the employee help or respond within five sec, (4) are you happy with the employee's answer, and (5) does the employee do the task correctly, independently, and return to the scheduled task. Even though one employee is rated by his supervisor as meeting the requirement of job knowledge, quality of accomplishments, and attendance,

his supervisor rates him as needing improvement in the areas of productivity, responsibility, initiative, and interpersonal relations. Alongside the interpersonal relations category his supervisor wrote, "does not want to do pots and pans or clean grills," and "often refuses when asked to do so." His supervisor also indicates he is "unwilling or does not understand that he should assit cooks in lifting heavy items or mopping extra grease areas of the floor, etc. when requested of him" and "needs to be more flexible."

Rusch, F. R., & Menchetti, B. M. Increasing compliant work behaviors in a non-sheltered work setting. Mental Retardation, in press.

Works Alone

Works alone is defined as the ability to perform, to job standards, tasks which require that the employee under-take the task independently. Independent task completion would include self-starting, completing job within a normative time range, and returning to next assignment following task completion. Example: Within an employee's daily work schedule are assignments which require that the employee accomplish the specific task without assistance. The area of "work alone" is concerned with the individual performance in those tasks which require these independent efforts; or areas of study would include: differentials between quality of work in cooperative and independent tasks, differentials between compliance to normative times in the two tasks, and the ability to appropriately discriminate between tasks which require cooperation and those tasks which require independent effort.

Works Fast During Rush Times

Works fast refers to increasing the speed of working above that considered to be average. Rush times refer to any times during the work day when it is necessary to increase the speed of working above normative levels because: a) work input has increased to that above normative levels (e.g., during finals week, more students eat than usual, producing more than normal input), b) input is highest at that particular time of the day (e.g., during and immediately after meals are served there is a high increase in the amount of work input), c) fewer workers than usual are present to finish the work assignment that needs to be completed in the usual length of time, (e.g., if five workers are normally assigned to feed students on the line but because of illness only four workers are assigned the task, the four workers would need to speed up their performance), d) work time would expire before specific tasks were completed if the normative speed was continued. (e.g., if only 15 min are left in the work day and 25 min of work (working at a normative speed) is left to complete, it would be necessary to increase the speed of working in order to finish on time).

Works Safely

Uses correct approach/technique to complete a task; takes care of equipment/material used during work shift, i.e., (if applicable) cleans and returns it to proper storage area after use or places it in appropriate station to be cleaned; follows procedures/recommendations for sanitation and safety, i.e., reports accidents, cleans up spills, washes hands frequently (before and after meals and restroom use), lifts heavy objects by bending at the knees with back straight not at the waist with legs straight. Wears regulation

uniform assigned to job description (University policy); maintains caution in crowded or dangerous work areas, i.e., walks cautiously when carrying hot items; uses bus carts and trays when necessary, and shows courtesy to co-workers when asked to assist in doing difficult tasks, i.e., helps to lift and carry objects that are heavy and cumbersome; return carts, dollies or other equipment when asked to do so in urgent situations.